**Transfer Legislation: SB 25 / SB 1923**

**Community College Areas of Support / Areas of Concern / Additional Suggestions**

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| **SB 25** | | |
| **SUPPORT** | **CONCERNS** | **ADDITIONAL RECOMMENDATIONS** |
| **Recommended Course Sequences (SECTION 1)**  The requirement for recommended course sequences is good start and would be a useful tool for advising. Providing clear pathways and expectations for transfer students can reduce excessive credits that do not apply toward a major upon transfer.  This aligns well with a Texas Success Council recommendation that universities identify lower-division courses that apply to the top 25 programs into which students are transferring. This would include the courses that also count for core requirements, and any additional lower division requirements for that program.  These sequences should be reflected in catalogues and websites. | **Articulation agreements (SECTION 1)**  Articulation agreements have the potential to smooth transfer but can be cumbersome. These agreements are institution and department driven and create a patchwork of policies that can be difficult for students and advisors to navigate.  The bill could create a disincentive for universities to enter into agreements with those colleges that do not meet the 20 percent threshold of transfers.  A statewide approach such as identifying lower-division courses that apply to the top 25 programs would be preferred to quilt work of policies.  What happens as trends in programs change? | TACC appreciates the committee’s multiple-measures approach to solving this critical and complex issue. We would suggest additional areas for discussion:   * Sharing a transfer metric in any performance-based funding model for universities. * Creating Common Course Number System. * Adopting financial incentives such as those proposed in Sen. Menendez’ SB 2058. |
|  | **Changes to Core Curriculum (SECTION 2)**  Concern exists among community colleges that dividing the core into a “general” and “discipline” could have the unintended consequence of increasing the complexity of transfer. Transfer friction most often occurs at a departmental level when a particular course within the core is deemed inappropriate or insufficient to fulfill the requirement of a particular discipline. The “discipline” area of the core has the potential to make these issues worse. If the “discipline” area becomes institution-specific it could undermine the original legislative intent of a portable set of courses generally applicable across majors. |  |
| **SB 1923** | | |
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| **Filing of Degree Plan (SECTION 2)**  Last session, legislation required community college students to file degree plans shortly after accruing 30 semester credit hours. This session, TACC is supporting legislation by Sen. Larry Taylor that would require the filing of degree plans by dual credit students soon after accruing 15 semester credit hours. (SB 1324, already voted out of committee).  Filing a degree plan early and being advised under that degree plan helps students know which courses to take and helps illuminate a path for a student to follow toward a degree. Early and accurate advising will help reduce excess credit hours by keeping a student on a pathway. | **Fields of Study (SECTION 6)**  Field of study curricula are intended to guarantee the transfer and application of prerequisite major course credits in select fields. However, few students use these pathways and there is not uniform implementation among universities or community colleges.  Mandating the field of study curricula could also prove difficult to implement across all community colleges, particularly at smaller colleges with fewer resources. | Include reporting requirements by universities on transfer included in SB 502 by Sen. Seliger. |
| **Study on Transfer Admission (SECTION 7)**  We support the bill’s inclusion of a study on transfer. We recommend including Sen. Seliger’s reporting legislation on transfer (SB 502) within the study. | **Meta-Majors (SECTION 7)**  We support the concept of meta-majors but would want additional clarity in the bill and guidance on scaling meta-majors statewide, not institution by institution. Our colleges, in conjunction with the Texas Success Center at TACC, have been working on a similar guided pathways model, The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from their point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Through Guided Pathways, many of our colleges have already mapped their degrees from HB 5 endorsements to our major university partners. |  |